Title: **Setting up and Evaluating Tutoring Projects**
CSE Report on Tutoring No. 1

Author: Carol Taylor Fitz-Gibbon

Date: November 1977

Pages: 90

Source: Center for the Study of Evaluation
145 Moore Hall
UCLA Graduate School of Education
Los Angeles, CA 90024

Purpose: Basic skills cross-age tutoring—secondary school students tutoring elementary students—is the subject of this book. The goal is to enhance the learning and motivation of the tutors, in contrast to the practice in which the learning of the tutee is the primary focus. This document, one of a series of seven on this topic, gives a listing and explanation of decisions that must be made at each school site when a tutoring project is started. Pros and cons for each decision are presented for discussion. A step-by-step outline of evaluation activities is included. A planning summary sheet, resources for evaluation and a brief bibliography for further reading are appended.

Reference: ERIC: ED 148 802

* * * * * * * * * * *

Title: **Supervisor's Manual**
Youth Tutoring Youth

Developer: National Commission on Resources for Youth, Inc.
36 West 44th Street
New York, NY 10034

Date: 1968

Pages: 64

Purpose: This manual is a guide for the supervisor of a Youth Tutoring Youth Tutorial Center, a program in which 14- and 15-year-old Neighborhood Youth Corps enrollees are employed to tutor elementary-age children.

This book provides guidance for the supervision of the program, as well as information on materials, recruitment, tutorial testing, tutor remediation, testing and evaluation, and commercially available materials. Guidance on planning workshops for tutors, along with suggested workshops, is included.

* * * * * * * * * * *

Title: **Support Services: Tutoring LEP Students**

Author: Virginia Cantu

Date: May 1983

Pages: 49

Source: Instructional Access Unit
Division of Vocational Education
Arizona Department of Education
1535 East Jefferson
Phoenix, AZ 85007 (602) 255-3729

Purpose: This is a handbook to aid in planning, implementing, and assessing tutoring as a support service for limited English-proficient (LEP) vocational students. This monograph is one of three in a series designed to help the secondary and postsecondary instructor and administrator meet the needs of LEP students in vocational programs. The other two monographs are the following:

1. Language Assesment of LEP Students in Vocational Education

2. VESL Materials Development

The facets and approaches described should aid the administrator of tutoring services in planning and implementing a tutoring component for LEPS. The publication also provides guidance and tips for the tutors who will be assisting these students.

The appendix contains examples of a number of forms including Program/Student Evaluation, Class Visitation Report, Student Progress Report, Tutor Job Description, Tutor Application, Tutor Time Sheet, and Student's Evaluation of Tutor.

* * * * * * * * * * *

Title: **The Teacher's Peer Teaching Handbook**
21 Ways to Get Started

Author: Lynn Gray

Date: 1978

Pages: 18

Source: Pittsburgh Peer Training Project
5001 Fair Oaks Street
Pittsburgh, PA 15217

Purpose: This handbook describes ways that teachers can implement peer tutoring, both same-age within a classroom and cross-age with other classrooms or schools. A guide for training student tutors in interpersonal skills and teaching methods is provided. It also offers teachers practical methods to encourage students in teaching and helping relations. Also included are games that can be used in the classroom and directions for making games for students to take home.

Reference: ERIC: ED 162 991

* * * * * * * * * * *

Title: **Tutorial Manual** and **Advisor's Handbook**

Authors: Joseph L. Aguirie; Theodore J. Drykos; and Alice K. Esaki

Date: 1984

Pages: 88

Source: Chicago Public Schools
Department of Vocational and Career Education Program Development
1819 West Pershing Road, 6W (s)
Chicago, IL 60609 (312) 890-8879

Purpose: This is a two-part manual used by Chicago Public Schools for setting up tutorial services for disadvantaged, handicapped, and LEP students in vocational education courses. It examines general peer tutoring programs to meet the needs of these populations and also contains sections on study skills and questioning strategies, information for advisors, and a good assortment of program forms, including participant, payroll, and evaluation.

* * * * * * * * * * *

Title: **Tutor Trainers Handbook**

Authors: Helen Lundbald, and Carl B. Smith

Pages: 64

Source: National Reading Center
1766 Massachusetts Avenue, NW
Washington, DC 20036

Purpose: This guide is an aid to trainers of tutors who will work with primary-grade children in reading tasks. There are 12 units contained in this program: the tutor's role, human relations, giving and interest inventory, setting instructional objectives,

assessing reading difficulty, the lesson plan, evaluation of student success, reading instruction practice, prereading, language experience activities, and questioning in the content areas. Each unit contains an introduction, statement of objectives, outline and summary of topics, discussion questions, and evaluation instruments. Provisions are made for tutor self-evaluation.

Reference: ERIC: ED 068 459

* * * * * * * * * * *

Title: **Using Student Team Learning**, revised edition

Author: Robert E. Slavin

Date: 1980

Pages: 68

Source: Johns Hopkins Team Learning Project
Center for Social Organization of Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218 (301) 338-8249

Purpose: This publication describes three student team-learning techniques developed or modified at Johns Hopkins University: Student Teams-Achievement Decision (STAD), Teams-Games-Tournaments (TG), and Jigsaw II. These techniques all involve four- to five-member heterogeneous teams; team practice sessions in which students try to master academic materials and to help their teammates do so; individual assessment in which students demonstrate how much they know; adjustment of individual scores so that each student's contribution to the team score represents improvement over the student's past performance; team scores based on the sum of individual performance; and team recognition. This manual provides detailed instructions on implementing each of these three techniques in the classroom. Included are other team learning techniques, tables to assist in implementing the three techniques, instructions for developing forms, sample score sheets, and troubleshooting guides.

* * * * * * * * * * *

Title: **Volunteer Coordinator Handbook**

Author: Marilyn Benston

Pages: 68

Source: Volunteer Training Project
Tacoma Community House
1311 South M Street, Box 5107
Tacoma, WA 98405 (206) 383-3951

Purpose: This handbook presents ideas, worksheets, and sample forms that were found to be useful for the ESL programs for refugees in Washington. It provides information on planning, recruiting, training, placing, and recognizing volunteer tutors. It also has a good bibliography for volunteer ESL tutors.

* * * * * * * * * * *

Title: **Youth Tutoring Youth: A Manual for Trainers**

Developer: Center for Humanistic Education
School of Education
University of Massachusetts
Amherst, MA

Date: May 1970

Pages: 119

Source: National Commission of Resources for Youth
36 West 44th Street
New York, NY 10036 (212) 682-3339

Purpose: Designed to help the trainer of tutors for a Youth Tutoring Youth program, this manual outlines the training program for the tutors and focuses on the human relations between tutor and tutee. It contains several projects that can be used to improve the tutee's self-concept. The premise is that the more the tutors or tutees get a positive image of themselves, the more open they will be to instruction in school.

* * * * * * * * * * *

Tutor Handbooks

This body of materials and resources consists of handbooks and guides for tutors who are involved in peer tutoring. Many have sample activities, guidance on providing tutoring, assessment mechanisms, and assistance in handling difficult situations. These may be helpful to practitioners in developing their own handbooks.

* * * * * * * * * * *

Title: **Handbook for the Volunteer Tutor**

Author: Sidney J. Rauch, ed.

Date: 1969

Pages: 155

Source: International Reading Associates
800 Barksdale Road
Newark, DE 19711

Purpose: In most instances, the principles, practices, and materials described in this handbook are for tutors who will be working with junior high and senior high school students or dropouts who require special reading help; however, these techniques can be applied to adults or to youngsters in intermediate grades. This handbook includes a discussion of the principles of good reading instruction, the tutor-tutee relationship, diagnosis of reading difficulties, an informal reading inventory, basic teaching procedures, detailed description of the language-experience approach, directed reading activities, teaching of word recognition and comprehensive skills, and organizing a volunteer tutors program.

Reference: ERIC: ED 094 311

* * * * * * * * * * *

Title: **I Speak English. A Tutor's Guide to Teaching Conversational English**, Revised Edition

Author: Ruth J. Colvin

Date: 1980

Pages: 103

Source: Literacy Volunteers of America, Inc.
404 Oak St.
Syracuse, NY 13203

Purpose: This book is presented so that a volunteer with no previous teaching experience can tutor effectively. It is designed to be a simplified and condensed book of basic methods and helpful ideas for tutoring English for the first time. It may also be helpful for the professional teacher in other fields who may be called upon to teach conversational English. It contains a profile of a good ESL tutor, as well as step-by-step guidelines for tutoring English.

* * * * * * * * * * *

Title: **New Roads Tutoring Today**

Author: Robin Roberts

Date: 1977

Pages: 250

Source: Robin's Books
386 Monroe Drive
Palo Alto, CA 94305

Purpose: Written as a textbook for a community college course for peer tutors, this text covers communication, the learning process, resource and diagnosis, tutoring techniques, study skills, special groups, and evaluation. It is intended both as a resource for the tutor and a textbook. The author believes that most students who seek help at the Study Skill center need to establish good study skills as much as subject-specific assistance. Therefore, the text emphasizes study skills and tutoring techiques.

* * * * * * * * * * *

Title: **Teacher Orientation Handbook**

Authors: James Laffey and Phyllis Perkins

Pages: 42

Source: National Reading Center
1776 Massachusetts Avenue, NW
Washington, DC 20036

Purpose: This handbook presents an orientation program for volunteer reading tutors. Four units cover an overview of the volunteer tutoring program, the classroom teacher's public relations role in the program, implementation of the tutoring program, and the classroom teacher's administrative role in the volunteer tutoring program. Each unit is divided into sections covering different aspects of the unit and review.

Reference: ERIC: ED 068 460

* * * * * * * * * * *

Title: **Tutoring ESL: A Handbook for Volunteers**

Authors: Marilyn Bentson; Judy de Barros; Julia Gage; Deborah Reck; Lucinda Wingard; and Peter Skaer

Date: 1982

Pages: 121

Source: Volunteer Training Project
Tacoma Community House
1311 South M Street, Box 5107
Tacoma, WA 98405 (206) 383-3951

Purpose: This handbook was developed to supplement the training for volunteer ESL tutors in Washington. It includes detailed information and specific ideas for teaching and reviewing activities for ESL tutoring. Included are recommendations on getting started, lesson plans, assessing progress, practice projects, and activities for practice.

* * * * * * * * * * *

Title: **Youth Tutoring Youth: A Tutor's Handbook**

Developer: Center for Humanistic Education
School of Education
University of Massachusetts
Amherst, MA

Date: May 1970

Pages: 46

Source: National Commission on Resources for Youth
36 West 44th Street
New York, NY 10036 (212) 682-3339

Purpose: This handbook is designed to help tutors in a Youth Tutoring Youth program plan what they and their tutees will be doing. It contains a number of possible activities. There is also guidance on monitoring the tutees' progress, brainstorming, and creative problem-solving.

* * * * * * * * * * *

APPENDIX A

SAMPLE FORMS

Tutor Information Sheet

Name: _____

School: _____

Grade: _____ Age: _____

Grade Point Average: _____

Subjects you wish to tutor: _____

_____

Times you can tutor (list study halls and before or after school times): _____

_____

1. Have you ever tutored before? Yes ____ No ____
   If yes, when did you tutor, and what subjects?

   _____

   _____

2. Have you ever had training to be a tutor? Yes ____ No ____
   If yes, describe your training.

   _____

   _____

3. Why are you interested in being a tutor?

   _____

   _____

4. Rate yourself in the following areas. (A rating of 1 is the greatest amount, 6 is the least amount)

A. Understanding of the role of a tutor.

1 2 3 4 5 6

B. Knowledge of techniques to use in the first tutoring session.

1 2 3 4 5 6

C. Understanding of the model of effective communications.

1 2 3 4 5 6

D. Knowledge of learning styles.

1 2 3 4 5 6

E. Knowledge of teaching styles.

1 2 3 4 5 6

F. Knowledge of study skills.

1 2 3 4 5 6

SOURCE: Reprinted from "Peer Tutoring Training Project Resource and Implementation Notebook" with permission from Central Ohio Technical College, The Ohio State University, Newark, Ohio.

DEVELOPMENTAL LEARNING CENTER

TUTOR APPOINTMENT SHEET

Records only

Tutor	Tutee	Subject	Date & Time
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

	Tutor	Tutee	Subject	Date & Time
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

SOURCE: Reprinted from "Master Plan for Developmental Studies Program, Iowa Western Community College" with permission from Iowa Western Community College.

LEARNING CENTER

TUTEE REPORT FORM

Tutor's Name _____ Date _____

Name of Student _____

Please be specific:

A. What have you been working on with your tutor? _____

_____

B. How do you think it's going? _____

_____

Also, if you wish, use this form to report comments, suggestions, or problems.

_____

_____

LEARNING CENTER

TUTEE REPORT FORM

Tutor's Name _____ Date _____

Name of Student _____

Please be specific:

A. What have you been working on with your tutor? _____

_____

B. How do you think it's going? _____

_____

Also, if you wish, use this form to report comments, suggestions, or problems.

_____

_____

SOURCE: Reprinted from "Master Plan for Developmental Studies Program, Iowa Western Community College" with permission from Iowa Western Community College.

LEARNING CENTER

TUTOR REPORT FORM

Tutor's Name _____ Week of: _____

Student's Name _____

Course being tutored _____ Number of sessions this week ____

Please be specific:

A. What have you been working on with your student? _____

_____

_____

B. How do you think it's going? _____

_____

_____

Have you contacted the instructor of this student? Yes ____ No ____

Comments: _____

_____

Have you contacted the tutor/counselor about this student? Yes ____ No ____

Comments: _____

_____

Do you have any further comments, suggestions, and/or problems?

_____

_____

_____

SOURCE: Reprinted from "Master Plan for Developmental Studies Program, Iowa Western Community College" with permission from Iowa Western Community College.

TUTEE EVALUATION OF TUTORING ASSISTANCE

STUDENT'S NAME _____

TUTOR'S NAME _____

COURSE(S) _____

Will you please consider all of the tutorial meetings you have had during this quarter and answer the questions below. This questionnaire will be used by us in evaluating our Tutorial Project. As you probably realize, the success of a program such as this depends on the ability and the attitude of the tutors.

Please evaluate the help you have received from your tutor by answering the following:

1. Tutor was on time for sessions. yes ____ no ____

2. Tutor made all scheduled meetings. yes ____ no ____

3. Rate your Tutor's receptiveness to your special problems with subject matter:

   very receptive ____ moderately receptive ____ seldom receptive ____

4. Rate your Tutor's knowledge of the subject matter in which he/she assisted you:

   excellent ____ good ____ average ____ poor ____

   excellent or good, but could not get it across to me ____

5. What do you consider your Tutor's major weakness, if any?

   1. ____ lacks knowledge of course material

   2. ____ doesn't communicate well

   3. ____ doesn't understand my problems well enough

   4. ____ is not always punctual

   5. ____ talks too much

   6. ____ does not seem interested

6. Do you feel your Tutor could have been more helpful if he/she were more familiar with your teacher and the class material? Yes ____ No ____

7. Did he/she seem interested in the class work? Yes ____ No ____

8. Was he/she able to clarify points you failed to understand in class or in your reading?

   frequently _____ sometimes _____ rarely _____

9. Do you believe that your Tutor's assistance helped you receive a better grade in the course than you would have received without help?

   yes _____ no _____ not sure _____

   Circle grade received: A B C D F

10. What do you feel is primarily responsible for your academic difficulty?

    1. _____ lack of motivation

    2. _____ lack of good school background

    3. _____ generally weak study skills

    4. _____ problem restricted only to this subject; I believe I can handle other academic subjects well

    5. _____ insufficient study time on my own

    6. _____ lack of self-discipline

11. Do you feel that the Tutoring Project as a whole is of benefit?

    yes _____ no _____

12. Have you been assisted by the Tutor Project staff and your guidance counselor in a friendly and helpful manner?

    yes _____ no _____ If not, please explain _____

    _____

    _____

13. How did you find out about Tutoring Program?

    1. _____ teacher referral

    2. _____ talking to other students

    3. _____ saw advertisement on bulletin board

    4. _____ other (PLEASE EXPLAIN) _____

14. Do you have any suggestions or recommendations or complaints that may help to improve our Tutoring Program?

SOURCE: Reprinted from "Peer Tutoring Training Project Resource and Implementation Notebook" with permission from Central Ohio Technical College, The Ohio State University, Newark, Ohio.

SSC 106

Dept. of Vocational & Career
Education Program Development

Bureau of Improving Services to
Disadvantaged, Handicapped
and Limited Eng. Proficient

PEER TUTOR RECOMMENDATION FORM

To: Vocational Advisor:_____ School _____

I HEREBY RECOMMEND THE FOLLOWING STUDENT TO SERVE AS A PEER TUTOR IN

_____ . She/He has demonstrated competency in this area and has the
(Vocational Subject Area)

ability to assist another student in learning this subject and/or developing this skill.

Name of Student _____

Grade Level: ____ Junior

____ Senior

Division no. _____

Grade Average __ A __ B __ C

Distribution

Original: Central Office - S.S.C

Copy: Student File

SUBMITTED BY _____

ROOM _____ DATE _____

SOURCE: Reprinted from "Student Services Corporation: A Program of the Vocational Support Services Team Tutorial Manual and Advisor's Handbook" with permission from Chicago Public Schools, Department of Vocational and Career Education Program Development.

Dept. of Vocational & Career
Education Program Development

PEER TUTOR INFORMATION

Personal Information:

1. Name _____ School _____

   Home Address _____ Apt. # _____

   Chicago, Illinois 606____ Phone No. _____

   Soc. Sec # _____ - _____ - _____

Schedule:

	Subject	Teacher
1st period	_____	_____
2nd period	_____	_____
3rd period	_____	_____
4th period	_____	_____
5th period	_____	_____
6th period	_____	_____
7th period	_____	_____
8th period	_____	_____
9th period	_____	_____
10th period	_____	_____

Division No. ____

( ) Junior

( ) Senior

Grade Average ____

Vocational background:

List courses you are presently taking in Vocational Education Program or have taken.

	Subject	Tchr.	Grade Ave.
Freshman year:			
Sophomore year:			
Junior year:			
Senior year:			

Other outside jobs or related experience that would indicate that you could do well as a Peer Tutor.

_____

_____

_____

I agree to work (that is, provide help to students who are having difficulty learning vocational education classes/shops).

I understand that I must be available to work for 300 minutes per week, before or after school/ during my free or study periods.

_____
Signature

Interviewed on _____ Approved_____ _____

Referred by _____

Distribution:

Original: C.O. - S.S.C.
Copy: Student File

SSC 101-2

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APPENDIX B

TIPS FOR TUTORS

General Clues to Help Identify the Student Who Is Learning Disabled

1. Difficulty in following instructions and directions
2. Seems to have a vision or hearing problem
3. Short attention span
4. Easily aggravated or frustrated
5. Seems to daydream often
6. Seems to work better while vocalizing
7. Visual-motor difficulties
8. Misarticulation
9. Reversals in writing letters
10. Mixed laterally (difficulty with right and left)
11. Poor concentration
12. Speech disorders
13. Difficulty in attacking basic words (sounding and blending)
14. Difficulty copying from the blackboard
15. Handwriting not adequate for age
16. Difficulty in understanding what is said
17. Difficulty with reading and mathematics

Suggestions for Teaching the Learning Disabled

1. Concentrate on study skills such as note taking and use of reference words.
2. Preview vocabulary and concepts before covering new materials.
3. Tie details and examples of a lesson to those previously learned or those presented in the preview.
4. Include concrete examples to illustrate abstract ideas.

5. Get a peer to work closely with the student as aide or tutor.

6. Work closely with the student's resource teacher.

SOURCE: Reprinted from "Manual for Secondary Vocational Educators of Disadvantaged, Handicapped, and Limited English Proficient: Vocational Instructors' Manual" with permission from Chicago Public Schools, Department of Vocational and Career Education Program Development.

Teaching the Hearing-Impaired* Student

General Clues to Help Identify the Hearing-Impaired Student

1. He may ask you to repeat yourself often.
2. Seems confused or shows lack of self-confidence when oral directions are given or new material is discussed.
3. Complains about earaches.
4. May have a slight speech problem.
5. May not respond when spoken to.

Suggestions to Help the Hearing-Impaired

1. Seat the student so that he can see your face as well as the faces of classmates.
2. Have another student provide the hearing-impaired with a carbon copy of the notes.
3. Rephrase and/or restate the question if the hearing-impaired student does not appear to understand.
4. Try to use verbal and visual connectives and transitions.
5. Remember that two students with almost identical hearing problems may function very differently and cannot be effectively lumped into one generalized category.
6. Set up sessions for the student with the speech/language therapist.
7. Secure peer tutoring or additional help from the child's resource teacher or parents.

*Hearing-impaired includes both hard-of-hearing and deaf.

SOURCE: Reprinted from "Manual for Secondary Vocational Educators of Disadvantaged, Handicapped, and Limited English Proficient: Vocational Instructors' Manual" with permission from Chicago Public Schools, Department of Vocational and Career Education Program Development.

Teaching the Visually Impaired Student

General Clues to Help Identify Potential Vision Problems

1. Face close to book
2. Rubs eyes excessively
3. Blinks excessively
4. Red, tearing eyes
5. One eye "wanders off to side"
6. Makes errors in copying from chalkboard or reference book onto paper
7. Writes up- or downhill on paper
8. Comprehension decreases as reading continues
9. Rereads or skips line unknowingly
10. Loses place often when reading
11. Squints, closes, or covers one eye
12. Too frequently omits small words

Suggestions for Teaching the Visually Impaired

1. Permit the student to sit as close to the board as possible.
2. Check for ample artificial lighting.
3. Allow students to move around in order to see things necessary to help with their work.
4. Have light come over the student's shoulder to reduce glare.
5. Supply magnifying aids to help students see fine details.
6. Use large print materials when necessary.
7. Provide tape recorder or similar aids.
8. Reinforce visual tasks with auditory experience.
9. Suggest soft black pencils, dark-lined paper, dark pens, or felt tip markers for writing.

10. Ask a sighted student to take notes for the visually handicapped and to act as a "buddy" or aide.

11. Work closely with the student's resource or itinerant teacher.

SOURCE: Reprinted from "Manual for Secondary Vocational Educators of Disadvantaged, Handicapped, and Limited English Proficient: Vocational Instructors' Manual" with permission from Chicago Public Schools, Department of Vocational and Career Education Program Development.

Suggestions for Working with
Limited English-Proficient Students

Adapting Instruction

Limit the amount of time spent on lecturing. However, when presenting/lecturing:

STRATEGIES:

1. Simplify your English, using simple sentence structure and simple vocabulary.
2. Keep terminology constant.
3. Speak clearly and a little more slowly.
4. When questioning a student, begin with yes/no questions; then proceed to "wh" questions (what, when, why, who, where).
5. Use actions or body language to reinforce oral statements (check acceptable nonverbal behavior).
6. Present information in small, discrete, and sequential steps. Simplify directions.
7. Check students' comprehension on a regular and frequent basis (e.g., ask questions, have them repeat or paraphrase directions, or have them demonstrate their understanding).

To increase comprehension, use multisensory teaching techniques:

STRATEGIES:

1. Increase "doing" or hands-on activities for students that do not involve reading or writing.
2. Use as many different kinds of media as are available to get a concept across (e.g., slides, films, overheads, visuals).
3. Increase use of demonstrations.
4. Include both verbal and nonverbal activities in each lesson.
5. Provide oral and written (printed) instructions for each day's assignment.
6. Encourage group projects so that peer modeling and instruction can be utilized.

Provide bilingual assistance to students.

STRATEGIES:

1. Pair a bilingual student with a limited English speaker of the same language background.
2. Arrange for a bilingual tutor (community volunteer, paraprofessional, student, etc.) to give assistance after class.

3. Identify and obtain bilingual/native language materials for students.

Help students develop their English language skills:

STRATEGIES:

1. Build an oral and written inventory of key vocabulary and language structures to be taught/used in a lesson. Introduce these things:

    a. Cassette tapes
    b. Language master
    c. Flash cards
    d. Dictionary/pictionary
    e. Manipulatives (essential tools, materials)

2. Label important classroom materials, areas, safety regulations—preferably with bilingual signs.

3. Clarify proper use of English on individual basis to avoid embarrassment.

4. Work with language instructor to develop coordinated curriculum.

Help students understand cultural differences/similarities in education and the world of work.

STRATEGIES:

1. Orient students to your procedures, classroom, and instructional expectations.

2. Acquaint students with school resources (i.e, library, resource labs, counseling office, etc.)

3. Explain expectations of American worker and related worker benefits and rights through discussions, guest speakers, field trips, etc.

4. Provide bilingual role models.

5. Use community projects that utilize students' occupational or language skills.

6. Provide opportunities for students to do projects which are culturally meaningful to them. Also, student sharing of these helps cross-cultural understanding class.

SOURCE: Reprinted from "Manual for Secondary Vocational Educators of Disadvantaged, Handicapped, and Limited English Proficient: Vocational Instructors' Manual" with permission from Chicago Public Schools, Department of Vocational and Career Education Program Development.

Some Ideas for Tutoring the LEP Student

Ask students questions about their homeland. Ask them how to say "hello" in their language. You will be surprised how this little gesture can help open doors. Greet Laotians with "Sa bye dee" and Cambodians with "Suor sdey".

Be honest with yourself as well as with the students you help. There may be times when the student you are working with does not like you. There will also be times when you don't like the student. Don't worry; this happens to everyone. Do not force yourself on him/her if someone else could help in a better way.

You must learn to be sensitive to the feelings of your students.

Always look for signs (verbal and nonverbal) on how things are going.

Does your student understand? Maybe you are talking too fast. Speak clearly and a little more slowly.

Keep terminology constant.

When asking questions, begin with simple "yes/no" questions, and then proceed to "wh" questions (what, when, why, who, where).

Use actions or body language to reinforce oral statements. (Check acceptable nonverbal behavior.)

Present information in small, simple, and orderly steps.

Simplify directions. Maybe you need to rephrase or re-explain an example.

Help the student build and review an oral and written inventory of key vocabulary used in his/her vocational classes.

Ask questions and review concepts to make sure your student understands.

Help the student use the various types of available media to get a concept across (i.e., slides, film, overhead, visuals).

Assist student with hands-on activities, such as using a drill, operating a sewing machine, etc., that do not involve reading and writing.

Correct improper use of English on an individual basis so as to avoid embarrassment of tutee.

SOURCE: Reprinted from "Student Services Corporation: A Program of the Vocational Support Services Team Tutorial Manual and Advisor's Handbook" with permission from Chicago Public Schools, Department of Vocational and Career Education Program Development

Points Tutors Must Remember

Some of your students will need many practice exercises.

Repetition drills are valuable in helping a person memorize necessary facts, i.e., spelling, multiplication tables, etc.

Go back to the previous lesson. The student may have forgotten something. By reviewing, he/she may understand the new problem.

Sometimes it is better not to stay with one student the whole period. Let the student work on his/her own for a while. Later, check to see if he/she is doing well.

Make sure the student fully understands the concepts you've been explaining before going on to another concept.

Never embarrass the student by asking him/her to do things he/she might not be able to do.

Explain the lesson content clearly and simply. If it's too hard, break it down. Explain it, step by step, and ask the student if he/she understands each step.

When working with limited English-proficient students, you must speak clearly.

Keep your sentences short. Avoid long and difficult words.

Plan goals for tutoring.

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